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ABSTRACT

These proceedings contain reports and outlines of presentations given at a national conference that focused on organizing for dissemination collaboration in the field of vocational education. The text of a report on organizing for dissemination collaboration and the presentation outline of an address on collaboration for program improvement in the eighties are included. Orientation to dissemination and utilization networks and systems and new, selected dissemination and utilization products are discussed. Findings of conference sessions devoted to problems in organizing for dissemination collaboration and the identification of promising dissemination practices are summarized. Exemplary dissemination programs in four states (Oregon, Florida, Pennsylvania, and Oklahlma) are examined. Three reports on developing collaborative dissemination and utilization programs are presented. Also provided are examples of collaboration plans operating in Alabama, Connecticut, Florida, Kansas, and Illinois. Dissemination and utilization program interaction with the field and methods for determining the impact of research and development products are described. A summary of conference goals and outcomes concludes the proceedings. (MN)

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ED198389

PROCEEDINGS

THIRD ANNUAL NATIONAL VOCATIONAL EDUCATION DISSEMINATION AND UTILIZATION CONFERENCE

November 12-14, 1980

Compiled by
Carol P. Kowle

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

The yearly dissemination and utilization conference held at the National Center for Research in Vocational Education has traditionally offered dissemination specialists the opportunity to discuss mutual problems and solutions and to learn about the best new materials available in vocational education. The Third Annual National Vocational Education Dissemination and Utilization Conference, held at the National Center on November 12-14, 1980, focused on the theme, "Organizing for Dissemination Collaboration." Fifty-five participants from thirty states and the District of Columbia worked with more than twenty National Center staff members on dissemination problems, promising practices, and collaboration plans. Participants were personnel responsible for dissemination activities in state Research Coordinating Units (RCUs), Curriculum Coordination Centers (CCCs), state departments of education, and universities. Principal speakers were Dr. Charles Mojkowski, of the Education Service Group, and Dr. Daniel Dunham, visiting scholar at the National Center.

These proceedings represent every segment of the conference agenda, including the major presentations, descriptions of exemplary programs, and the outcomes of the work sessions on problems, practices, and collaboration plans. Recognition is due the reviewers: Dr. Dee Wilder, Nashville, Tennessee, President, National RCU Association; Dr. Francis Tuttle, State Director for Vocational Education, Oklahoma; and Dr. Robert D. Bhaerman, National Center for Research in Vocational Education. Project director was Dr. Norman M. Singer. Dr. Carol P. Kowle was the conference coordinator.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

The Third Annual National Vocational Education Dissemination and Utilization Conference, held at the National Center for Research in Vocational Education on November 12-14, 1980, focused on "Organizing for Dissemination Collaboration." The conference was structured around three major work sessions. Outcomes included agreement reached on the major problems facing dissemination personnel in vocational education; a list of practices and successful strategies for dissemination; and collaboration plans linking information needs with resources which were, in many cases, available at the conference. The principal speaker, Charles Mojkowski, Vice President for Program Development, Education Service Group, emphasized principles for dissemination collaboration, including:

- Stressing both differences and similarities among collaborators
- Paying attention to the cost of not collaborating
- Establishing inter- as well as intra-system relationships
- Establishing a strong conceptual framework, then working on technique
- Increasing incentives for collaboration

Mojkowski also emphasized the promise of electronic communication for improved dissemination.

The major problem identified by the participants was the need for administrative commitment to dissemination activities. Suggested dissemination strategies were covered under such categories as establishment of communication networks, development of exemplary programs and models, encouragement of professional development activities, and working with collaborators at the local level. Exemplary programs presented included those of the states of Oregon, Pennsylvania, Florida, and Oklahoma. Thirty states and the District of Columbia were represented.

KEYNOTE ADDRESS

"Organizing for Dissemination Collaboration"

Charles Mojkowski
Vice President for Program Development
Education Service Group, Inc.
Scotia, New York

ORGANIZING FOR DISSEMINATION COLLABORATION

Charles Mojkowski

The theme of this Third Annual Dissemination and Utilization Conference is addressed to a most timely topic. Over the last few years, dissemination resources and services in vocational education have developed at a rate at least twice that of any other area. The Dissemination and Utilization Program here at the National Center is a major example of the commitment being made to provide practitioners with exemplary programs, practices, and materials to address identified needs. As in all of our endeavors, these accomplishments have in turn created new needs, foremost among them one for increased coordination. I believe we are entering a period in the development of dissemination resources and services when greater efficiency and increased accountability will be necessary. These requirements for increased coordination and collaboration are the subject of my presentation.

Over the last ten years, I have worked in dissemination at every level--national, state, local. In all of my work, I have tried to serve as a middleman between those theorizing and studying about dissemination and those actually doing it. I have worked as a linker among growing networks of disseminators. More recently, my work in dissemination has been focused on the use of technology to support networking and collaboration among organizations supporting school and district improvement efforts.

Today, I would like to share with you some insights I have gained from these experiences and to suggest how you might improve your efforts in organizing for dissemination collaboration.

Four Important Questions

I would like to focus my remarks on four questions:

1. What are we trying to achieve in our conduct of dissemination activities?

2. How will collaboration contribute to this achievement?

3. What impediments exist to greater collaboration in dissemination?

4. What operational principles can we use as guides to the development of collaborative dissemination activities?

Note that I have not said "vocational education dissemination." That is not because I do not recognize the need to understand the particular

dissemination requirements of the vocational education community; that is a very important consideration. I believe it is more important first to understand and address these questions from a broader point of view and, in doing so, to open rather than close our perspective on the larger context in which vocational education dissemination exists.

Definitions

Before turning to these questions, I should explain how I am using the terms in the title of my presentation. By organizing I mean, "to give purpose, structure, and order to an activity." Organizing implies deliberation and design, not serendipity and happenstance. My operational definition of dissemination is that employed by the Dissemination Analysis Group: four categories of activities--spread, exchange, choice, and implementation. As a member of the Dissemination Analysis Group, I contributed to the development of that definition. Lately, however, I have begun to feel that its all-encompassing scope has less precision than is needed. Nevertheless, it is useful in appreciating how diverse dissemination and utilization activities need to be. Finally, I use the word collaborate as Webster defines it: "to cooperate, to form a partnership or alliance for the conduct of activities." Traditional uses of the term related to the arts and that is fitting, since there is quite an art to collaborating, as I will discuss later. I am not using collaborate to mean to cooperate with the enemy, as in John LeCarre's Tinker, Tailor, Soldier, Spy although there are times when this may, unfortunately, apply.

School Improvement Goals

With those understandings in place, let me move to the first of my questions: What are we trying to achieve in our conduct of dissemination activities? My approach to this question is one commonly used in planning--make the problem bigger in order to understand better its context. In doing this, I recognize that the principal goal is to support what Guba and Clark identified as "improvement oriented change in education" or what we have fashionably renamed school improvement. Within this broad goal, four major objectives appear central to our work with practitioners at all levels. Our support should help practitioners: (1) to be more analytical in identifying deficiencies, (2) to employ more comprehensive and high quality planning and development activities, (3) to use a greater quantity and quality of information resources in assessing and addressing problems, and (4) to strengthen our clients' residual capacities to handle successfully the next problem that comes along.

Of course, there are many secondary objectives. A few are: (1) increasing the relevancy of our R&D efforts, (2) getting validated R&D outcomes used in school and other learning settings, and (3) increasing

"vertical" and "horizontal" communication among educators at all levels and in all fields. Despite their importance, however, we must recognize these objectives for what they are--as means to an end.

Although it is too early to determine the impact of this flurry of school improvement activity, it appears that the emphasis on needs assessment and planning is resulting in a more focused demand for information, resources, and technical assistance. Not only has the volume and quality of assistance increased, there is a growing emphasis on assessing the impact of dissemination resources and services in terms of how much they contribute to improved school and student performance.

Contributions of Collaboration

It is hard to quarrel with such notions. Then what can collaboration contribute to the realization of those school improvement goals? I believe there are several contributions: (1) a reduction in unnecessary duplication of effort, (2) an increased focus of a critical mass of resources for supporting school improvement activities, (3) easier access by practitioners to information, resources, and technical assistance, (4) an increased impact on important indicators of system performance, and (5) an increased ease in assessing such impact.

If, indeed, there are so many significant contributions which a collaborative approach can make, why then are our efforts so characterized by fragmentation and unnecessary duplication, and by minimal impact at great expenditure? The answers lie in part in our approach to dissemination and utilization and, in part, to the requirements of collaboration. Together they form a set of substantial impediments to collaborative dissemination.

First, let me describe briefly some common inadequacies in our dissemination and utilization activities.

Inadequacies in Dissemination and Utilization Activities

Inadequate Attention to the Client Perspective

Our clients are grossly underrepresented in the design and development of dissemination resources and services. How many of us, for example, have actually observed a user working with the materials we disseminate, whether it be a brochure, a program description, or an information search of ERIC? How many of us have had potential clients help us design a brochure, conference, or workshop?

Inadequate Focus on Specific School and Student Performance Deficiencies

Failure to target dissemination resources and services to specific performance or program deficits results in costly shotgun approaches which are difficult to evaluate.

Emphasis on the Technical at the Expense of Design

There is a tendency to focus on products and dissemination delivery mechanisms rather than on developing a strong conceptual framework which addresses basic questions about clients, their needs, the context in which these client needs exist, and about basic principles of improvement oriented change. No amount of technical accomplishment will compensate for inadequate design.

Creating Client Dependencies

Often the dissemination and technical assistance resources we provide perpetuate and increase client needs by creating or increasing their dependency on still more assistance. Neglecting to foster improved client capacities to handle subsequent problems more independently eventually results in atrophy rather than a growing capability.

Failure to Maintain Continuity

Too often our dissemination services are one-shot affairs with little attention to follow-up and support to promote use of what we are disseminating. The effort to increase the quantity of users served usually results in superficial impact. Recent research speaks to the criticality of the utilization or implementation stage in change processes.

Each of these problems is the focus of years of experience and hundreds of pages of research and documentation. Despite my cursory review, it is not hard to illustrate these failings as they are reflected in our development of information resources, delivery mechanisms, and dissemination management procedures. Whether it be the information center that fails to prepare information in a form that its clients can use, the linker who mails out information to clients with little or no follow-up, or the lack of comprehensive needs sensing and evaluation mechanisms, our present dissemination activities need to be strengthened through greater attention to conceptualization and design, development of a client focus, and an emphasis on improving practitioner capacity to seek and use information in addressing identified problems.

Impediments to Collaboration

In turning to a discussion of some common impediments to greater collaboration among disseminators, let me first make a few background comments. In many ways, the failure of disseminators to collaborate effectively is a reflection of a pervasive societal problem. We have become a nation of special interest groups, each with sufficient power and resources to secure benefits for itself while lessening the total benefits to society. These special interest groups are able to block efforts which impinge on the needs and wants of their members while at the same time admonishing other groups to do what is in the common interest. Perhaps this phenomenon is just another product of the 1970s as the "me decade," but I believe its reasons are more fundamental than we would like to admit.

It has become fashionable to blame the federal establishment for the fragmentation and duplication that exists and, to some extent, this may be the case. Certainly the federal dollars which support this duplication help to perpetuate the problem. Meaningful federal incentives to collaborate and coordinate generally are lacking. To a much greater degree, however, the fault is with us in that we see ourselves much as special interest groups. Whole new programs are established where refinement of existing activities would be sufficient. Once established, we are forced to justify ourselves, and that requires that we emphasize our uniqueness. We fight fragmentation and unnecessary duplication until we ourselves can benefit from it.

Let's argue, however, that most of us recognize this pervasive problem and are eager to address it. What impediments can we expect to encounter? Let me outline a few major ones.

Impractical or Vague Goals for the Collaborative Effort

Broad and general statements of common purpose usually are developed to guide collaboration among organizations. This vagueness allows each member of the collaborative effort to negotiate specific roles within a broad area, but the lack of specific objectives makes it difficult to accomplish substantive objectives.

Failure to Accurately Estimate the Costs of Collaboration

While collaboration ultimately results in greater impact and efficiency, there are several categories of costs that need to be considered. First, there are the very real costs in time, human resources, and dollars that are required to maintain existing operations while planning and implementing collaborative ventures. As discussed previously, however, the major "costs" of collaboration are realized in the diminishing of separate and individual efforts. One of the greatest impediments to collaboration is the quality of many of the individual efforts. The very success which we strive for, once

realized, makes it difficult to want to collaborate with others, particularly when compromises are required. Often, it is these less tangible costs that we feel we cannot afford to pay.

Insufficient and Inadequate Incentives

As I mentioned previously, there are few incentives to collaborate. Indeed, the disincentives are considerable. Policymakers at federal, national, and state levels have failed to construct the necessary carrots and sticks to move people with special interests to reach out and compromise.

Inadequate Technology for Exchange and Sharing

In my work with dissemination organizations over the last ten years, I have observed the difficulties encountered in attempting to maintain frequent communications and common work agendas. Meetings and workshops are costly and lack sufficient continuity. Telephone and mail communications are seen as *ad hoc* and superficial. Networks of collaborators have failed thus far to make use of emerging technology in communications and resource development.

These are just a few of the impediments we must address in seeking greater collaboration. We fail in our efforts to collaborate not so much from a lack of understanding of these problems, as from a lack of courage to risk the coordination which, while increasing the impact and cost-effectiveness of our total efforts, diminishes a small number of individual programs. If unnecessary duplication exists, then weeding it out through increased collaborative efforts means losses for some programs, but with a greater critical mass of resources focused on major needs.

Principles for Collaborative Dissemination

Given this assessment of impediments, what principles can we follow in developing or strengthening collaborative dissemination and utilization activities in vocational education? What deliberate actions can we take to promote the partnerships that are necessary to realize the goal and objectives of vocational education legislation? I believe there are several guideposts we can follow in our future efforts.

Differences and Similarities

Ask not only how you are different or unique in your conduct of dissemination and utilization activities; also ask how you are similar to others. Stressing our unique contributions to overall goals and objectives is

necessary and important. More important, however, is an analysis of common strategies, tactics, or clients. These are our most immediate sources of collaborative activities.

Pay Attention to the Costs of Not Collaborating

In a system that finds it politically expedient and simple to create new programs and politically difficult to phase out those no longer needed, it is important to emphasize the costs of failing to collaborate--unnecessary duplication, fragmentation, a lack of coherence of resources and services, and a resulting lack of traceable impact on nationwide and local needs.

Establish Inter- as Well as Intra-System Relationships

As important as strengthened working alliances are among members of the vocational education network, equal attention needs to be given to linking to other dissemination systems which are trying to support school improvement activities. The National Diffusion Network, State Capacity Building Projects, Elementary and Secondary Education Act Title IV, Special Education, and numerous other program efforts have something to teach and something to learn from the vocational education dissemination and utilization network.

The Whole Is Greater Than the Sum of Its Parts

Despite the costs of collaboration, the benefits are substantially greater. Most important is the increased coherence of our resources and services. The primary beneficiaries of this coherence are our clients who now look out from their schools at a relatively disorganized and diffused array of products and services delivered through a myriad of linkers and change agents oblivious to or disregarding each other's efforts. Also important is the increased ability to trace the outcomes and impact of a more efficient set of resources and delivery systems.

Establish a Strong Conceptual Framework, Then Work on Tactics and Techniques

Dissemination strategies are more than a collection of technical capabilities in search of innovative uses. They need to be based on judgments about the nature of the clients to be served, the resources needed and available for providing services, and the way in which knowledge resources can best be provided to clients. Questions which reflect some of the concepts which need to be addressed more carefully are as follows:

1. How does dissemination relate to other program improvement services available to clients?

2. How does information utilization improve educational practice?

3. How do clients seek and use information to bring about practice improvement?

4. What incentives can be (need to be) used to promote information utilization and school improvement?

5. What are the barriers that impede improvement efforts in schools?

6. How are information resources, linkages, and incentives combined to form a comprehensive dissemination capacity?

7. What "entitlement" does the dissemination agency have to provide services to its clients?

8. How can clients participate in the design of dissemination services?

9. How does the legal/regulatory structure enable/inhibit the development of a service capacity?

Encourage Diversity, Not Sameness, in Addressing Common Objectives

It is not true that collaboration and the compromise that is required to achieve it diminish creative approaches. Our experience indicates that multiple dissemination strategies and channels are needed. What is required is that there be some deliberateness to the design of these channels to avoid unnecessary inefficiency. Note for example, that although each member in a symphony orchestra does not play exactly the same notes, the overall product is one of harmony and unity.

Increase Incentives for Collaboration

At this point, the disincentives to collaborative dissemination and utilization far outweigh the incentives, both in quantity and degree of impact. Disadvantages accrue directly to those network members who reach out to establish collaborative ventures; advantages accrue to the whole network. We need to establish meaningful rewards--recognition, special grants, leadership roles--to those network members who take the risks.

These are some of the more significant principles we have learned and followed in our work with dissemination and utilization networks at all levels--national, state, and local. Based on these experiences, I do not doubt that pressures to improve the quality of our dissemination activities will be followed by greater ones to increase the efficiency of the vocational education network. Legislative requirements for evaluation of outcomes and

impact are signs of this pressure. Responding to these accountability mandates will require that we work together, or certainly we shall fail separately. The National Center for Research in Vocational Education, particularly the Dissemination and Utilization Program, provides all vocational education disseminators with an opportunity to realize greater coherence, efficiency, and impact. Building on the strengths and accomplishments of the network members, the National Center appears ready and able to serve as an organizational framework in which the necessary compromises can be made. I will not say there are no risks, that there will be no losses. I do feel that the National Center represents the best window of opportunity yet presented to the vocational education community.

Recent Experiences

As a means of pulling together and illustrating my remarks, let me draw upon some very recent experiences we have had in working with various organizations involved in supporting school improvement through dissemination and utilization services. Earlier this year, we completed work on a design and small pilot test for a computer-searchable file of educational programs and practices. The work was done for the National Institute of Education (NIE). In our report to the National Institute of Education on recommended next steps, we suggested that their long-standing quest for increased collaboration and coordination among disseminators appeared to falter because the several agencies and groups involved lacked a forum or field in which each could contribute and in which each could realize benefits. We recommended to NIE that the collaborative development of shared resource files provided a low-risk, neutral area where the amount of necessary compromise was limited and the benefits were substantial.

While waiting for NIE to respond to our recommendations, we have had numerous opportunities to test out our notion and to develop other activities to promote collaboration within some very diverse networks--teacher centers in New York State, federal and state programs in New Jersey, and organizations at the national level. Beginning with sound designs, we are using technology to support the ongoing exchange and the development of specific common agendas so critical to collaboration. In New York State, for example, all federally funded teacher centers, with the support of the state education agency, are collaborating in the design and development of a common computerized file of programs, practices, and instructional materials. Using communication terminals, each network member can send and receive messages and contribute to an electronic newsletter developed just for their network. Notices of key activities, new resources, and needs are sent daily through the network and resources are exchanged among the centers. Not only are the costs of sharing minimal, the benefits in terms of a larger pool of resource materials and human and organizational resources are available to each member.

In New Jersey the need to develop a coherent and organized system for supporting school improvement activities has resulted in the development of several resource files and a much improved technical assistance delivery

mechanism. These developments are motivating a variety of state education agency programs to collaborate around the common agency mission of supporting school improvement. Throughout the state, intermediate agencies are rallying around the developing resource system as an impetus for linking actual and potential network members. In New Jersey also, we found the same needs--a relatively neutral activity on which to work collaboratively, a means for cost effective exchange, and a way to make a unique contribution to a common goal.

Conclusions

We are not idealists in our view of collaborative dissemination; such a posture is untenable in the schools of New York City, in the state education agency in Trenton, or in Washington's federal offices. No, we are not idealists, but we do have a vision. To realize the vision requires the courage to risk; nevertheless, the risks are manageable. To realize the vision requires the courage to compromise; however, integrity and uniqueness can flourish.

In closing, I would like to offer you a challenge--in your deliberations here and in your future work--to take on the risks which are required to realize meaningful collaboration. To avoid these risks is to do nothing and to fail to capitalize on our experiences, strengths, and present opportunities.

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Guba, E., and Clark, D. "The Configurational Perspective: A New View of Educational Knowledge Production and Utilization." Educational Researcher, April, 1975, 6-9.

ORGANIZING FOR DISSEMINATION COLLABORATION
(Presentation Notes)

Four Important Questions

1. What are we trying to achieve in our conduct of dissemination activities?

2. How will collaboration contribute to this achievement?

3. What impediments exist to greater collaboration in dissemination?

4. What operational principles can we use as guides to the development of collaborative dissemination activities?

Definitions

Organizing: To give purpose, structure, and order to an activity. Organizing implies deliberation and design, not serendipity and happenstance.

Dissemination: Four categories of activities: spread, exchange, choice, and implementation.

Collaboration: To cooperate, to form a partnership or alliance for the conduct of activities.

School Improvement Goals

1. To be more analytical in identifying deficiencies

2. To employ more comprehensive and high quality planning and development activities

3. To use a greater quantity and quality of information resources in assessing and addressing problems

4. To strengthen our clients' residual capacities to handle successfully the next problem that comes along

Contributions of Collaboration

1. A reduction in unnecessary duplication of effort

2. An increased focus of a critical mass of resources for supporting school improvement activities

3. Easier access by practitioners to information, resources, and technical assistance

4. An increased impact on important indicators of system performance

5. An increased ease in assessing such impact

Inadequacies in Dissemination and Utilization Activities

1. Inadequate attention to the client perspective

2. Inadequate focus on specific school and student performance deficiencies

3. Emphasis on the technical at the expense of design

4. Creating client dependencies

5. Failure to maintain continuity

Impediments to Collaboration

1. Impractical or vague goals for the collaborative effort

2. Failure to accurately estimate the costs of collaboration

3. Insufficient and inadequate incentives

4. Inadequate technology for exchange and sharing

Principles for Collaborative Dissemination

1. Identify differences and similarities

2. Pay attention to the costs of not collaborating

3. Establish inter- as well as intra-system relationships

4. The whole is greater than the sum of its parts

5. Establish a strong conceptual framework, then work on tactics and techniques

6. Encourage diversity, not sameness, in addressing common objectives

7. Increase incentives for collaboration

BANQUET ADDRESS
(Presentation Outline)

Daniel Dunham
Visiting Scholar
National Center for Research in Vocational Education
The Ohio State Univesity
Columbus, Ohio

COLLABORATION FOR PROGRAM IMPROVEMENT IN THE EIGHTIES
(Presentation Outline)
Daniel Dunham

I. Introduction

A. Purpose of conference: to plan for D&U collaboration
B. Array of participants and actors
C. Importance of D&U selected products:

1. Topical
2. On target
3. Dealing with special needs groups
4. Assessing effectiveness
5. Sex fairness

II. New and Continuing Issues in the 1980s and 1990s

A. A word about reauthorization, issues, and politics
B. Major challenges are in areas of assessing effectiveness of vocational education programs, reaching and teaching special groups, proving the utility of R&D efforts, marketing results, and making new linkages with new groups of providers

III. The New Collaborators

A. We are entering a time of shared responsibility and shared opportunity.
B. We have not capitalized on the system--or potential system--that currently exists
C. It is exciting to have so many of the actors in one place

1. Research Coordinating Unit personnel
2. Curriculum Coordination Centers and network representatives
3. National R&D experts
4. Federal leadership persons

D. The system has great potential and viable parts

1. National Center for Research in Vocational Education: Three clearinghouse functions (ERIC, National Center Clearinghouse, Resource and Referral Service), and other projects, products, and technical assistance

2. Other significant aspects of the system

   a) Curriculum Centers and networks
   b) Research Coordinating Units
   c) Other labs and centers
   d) National Diffusion Network
   e) National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committee (SOICC) (yes, they are a part of it too!)
   f) Community Colleges and American Association of Community and Junior Colleges (AACJC)
   g) Community-Based Organizations (CBOs)
   h) Military
   i) CETA, especially regional office technical assistance or management assistance (TA) systems under development now

3. All of these potential collaborators/participants raises some important problems and questions:

   a) Knowing who to link with
   b) Knowing what to link (subjects, common clients)
   c) Assessing quality of products and services
   d) Learning how to adapt and adopt and replicate (especially at lower costs)
   e) Facilitating and enabling versus owning

E. Addressing these questions and problems calls for some invention and creation

1. Need to adopt a CLIENT approach; differentiated, tailored, individualized and synthesized

2. Need to concentrate efforts in a few key states - or regions within states; build good, workable, low cost/high benefit models of dissemination and utilization...find out why and what makes them work, and then build some replication models....second echelon or second generation steps, also requiring the investment of risk capital

3. Need to develop a new cadre of leaders for dissemination and utilization--call them the "facilitator/enabler" class of folks...the new change agents...the new COLLABORATORS.

They will be:

- well trained
- non-turf-owners
- helpers and idea people
- knowledgeable about development, but not necessarily developers
- orchestrators, who "know the score", and how to conduct without playing all the positions (mixed metaphor, albeit)

- those who know--

a) where to get materials and information for others and what's good and adaptable about it
b) what the materials (or information) cost and how to replicate, not duplicate
c) how to sort without screening (especially the new ideas
d) how to be street level policy reformers

F. Finally, a few notions about communicating, planning, and collaborating (audio visual presentation)

Six Cs of Collaboration:

1. Contact
2. Communicate
3. Cooperate
4. Coordinate
5. Consolidate
6. Collaborate

CONFERENCE SESSIONS

I. OVERVIEW

Orientation to Dissemination and Utilization

Joel H. Magisos and Norman M. Singer
National Center for Research in Vocational Education

New Selected Dissemination and Utilization Products (Outline of Presentation)

Alta Moser
National Center for Research in Vocational Education

A. ORIENTATION TO D&U NETWORKS AND SYSTEMS

Joel H. Magisos and Norman M. Singer

A brief orientation to three systems was provided in this special session. The Educational Resources Information Center (ERIC), National Diffusion Network (NDN), and Research and Development Exchange (RDx) were described and D&U actors in vocational education were identified.

ERIC is the national information system for education sponsored by the National Institute of Education (NIE). It is composed of sixteen decentralized substantive clearinghouses, a reference and processing facility, and a document reproduction service. The ERIC Clearinghouse on Adult, Career, and Vocational Education at the National Center processes documents and journal articles in our field, provides user services, and develops information analysis papers. Complete ERIC microfiche collections are located at more than 600 locations in the nation and computer search services are available at hundreds of locations.

NDN is a U.S. Department of Education-sponsored system designed to help educators select and implement educational programs that work. Educational programs are selected for support in the program only if they have obtained approval from the Joint Dissemination and Review Panel (JDRP). NDN supports state facilitator projects which help educators locate, select, and implement programs with the assistance of developer/demonstrators (projects funded to assist with adoption of specific JDRP-approved programs).

RDx is an NIE-sponsored network of regional exchanges located in regional educational laboratories. The regional exchanges, supported by four central service contractors, help local, intermediate, and state educational agencies locate appropriate R&D-based resources for solutions to educational problems.

In vocational education, a number of organizations and individuals are active in dissemination and utilization. The Curriculum Coordination Centers (CCCs), funded by the U.S. Department of Education, work with state liaison representatives (SLRs) from their respective state education agencies (SEAs) to coordinate curriculum development and dissemination activities. Together, the CCCs constitute the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

In the state education agency (SEA), the Research Coordinating Unit (RCU) has responsibility for managing program improvement, including research, exemplary and innovative, and curriculum development projects.

Some (SEAs) work through intermediate education agencies (Intermediate Service Districts, etc.) to provide program improvement and support services to LEAs. Some SEAs operate, or contract for, one or more instructional materials laboratories (IMLs) or instructional materials resource centers (IMRCs). At every level there are organizational mechanisms for facilitating program improvement. Designated by a plethora of acronyms meant to speed communication, these organizations each have a role and function. The challenge is to bring them into collaboration!

Note: Details about any of these programs may be obtained from the sponsoring agencies, the host organizations, or the National Center's Dissemination and Utilization Program.

NEW SELECTED DISSEMINATION AND UTILIZATION PRODUCTS

Alta Moser

I. Overview of selection process

A. Priorities of national significance

B. Screening methods and sources*

C. Reviewing via selection criteria

D. Corroboration of field consultants

E. Types of products selected (main considerations in addition to content):

1. Size of audience vs criticality of need
2. Variety of products which speak to same need to allow for differences in point of reference and individual teaching styles
3. Writing style which allows for easy adaptation
4. Usable and practical form and organization
5. Appealing design and format
6. Legal requirements met (bias free)
7. Minimum implementation of inservicing needed

F. Making products available--promotion and timing (allowing for reprints), Interchange and Memo

G. Status of promising products that are not selected for nationwide dissemination support--Memo listing under column "For Your Consideration"

H. Solicitation of new products, especially for newer priorities such as energy and productivity

II. Status of Product Selections

A. Taking on Tomorrow and Working on Working (selected in July and made available in October)

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*Elimination of products beyond the screening stage results most often because they contain sexist or biased language or illustrations (in a manner that is difficult or costly to fix), or they are--

1. In the form of a final report
2. Too complicated for their intended use
3. Poorly written, or
4. Incomplete

B. New selections--availability information to be released as soon as it is finalized with developers/proprietors

III. Showing of Products

A. Display of products (National Center and D&U) and catalogs

B. Showing of "Working Equal" videocassette (information shared on targeted mailing to SLRs and CCCs)

C. Browsing time for all products

IV. Some responses and reactions to D&U and National Center targeted mailings.

A. SLRs should be included--ten out of twelve of them have some connection with or responsibility for state resource centers

B. Included with targeted mailings should be information on how many other copies have been disseminated and to whom, and some ideas as to purpose and intended use of the materials sent

PRODUCTS IDENTIFIED FOR DISSEMINATION		PRIORITY THEME/ FUNCTION						USER GROUP								EDUCATION LEVEL		
TITLES	DEVELOPING AGENCIES/ PROPRIETORS	Sex Fairness	Equal Access and Opportunity	Special Needs Population	Strategies for Planning	Strategies for Personnel Development	Models for Evaluation	Administrators for Voc/Ed	Curriculum/R&D Specialists	Teacher Educators	Teachers	Students/Clients	Counselors/Placement Officers	Parents/Community Resources	Advisory Councils	Secondary	Postsecondary	Adult
Teaching Disadvantaged Students	Western Maryland Vocational Resource Center			X		X					X		X			X	X	
Puzzled About Educating Special Needs Students?	Wisconsin Vocational Studies Center			X					X		X					X	X	X
Job Placement, Supervision and Follow-Up	Ohio Department of Education, Division of Vocational Education						X	X			X		X			X		
SELECT From All Your Options	Office For Equal Access New Jersey Department of Education	X	X								X	X		X		X		

II. PROBLEMS IN ORGANIZING FOR DISSEMINATION COLLABORATION: SUMMARY OF FINDINGS

Janice Adkins and Jaynee Foust
National Center for Research in Vocational Education

PROBLEMS IN ORGANIZING FOR DISSEMINATION COLLABORATION: SUMMARY OF FINDINGS

Janice Adkins and Jaynee Foust

During sessions on Wednesday, November 12, 1980, conference participants in small work groups developed lists of common and unique dissemination problems. These work groups were divided according to state size: large, moderate, or small. Participants self-selected into work groups. The following is an analysis of the results, with percentages shown for the total group only.

Total Group

Fifty-three percent of the total group of the conference participants identified the "need for administrative commitment" as their most important dissemination problem (responses were requested in terms of participants' personal experience). The second and third most important dissemination problems were the "need for dissemination and evaluation strategies as a part of initial planning" and the "determination of appropriate strategies."

Large States

Participants from large states indicated two items were of major concern. The "need for administrative commitment" and the "need for dissemination and evaluation strategies as part of initial product development planning" were rated as most important by 45 and 43 percent respectively.

Moderate Sized States

Sixty-six percent of the participants from moderate sized states identified the "need for administrative commitment" as their most important dissemination problem. Further analysis of mean scores and upper level ratings revealed that "quality control for content and format of products" as well as the "need for dissemination and evaluation strategies as part of initial product development planning" were important dissemination problems.

Small States

The small states sample was too small to draw definite conclusions from, except that all agreed on "allocation of scarce resources" as the most important dissemination problem. This was the only group indicating an overriding concern for financing of dissemination efforts.

TEN MOST COMMON OR MOST SERIOUS DISSEMINATION PROBLEMS
IDENTIFIED BY SMALL GROUPS
(During sessions on Wednesday, November 12, 1980

Summary of Results for Total Group

Mean Rating			Least Important %		%	Most Important %	%
3.49	1.	Allocation of Scarce Resources	4	17	28	28	23*
3.43	2.	Quality Control for Content and Format of Products	9	17	15	32	21
4.11	3.	Need for Administrative Commitment	4	9	13	19	53
3.51	4.	Needs Assessment	6	9	23	13	23
3.61	5.	Consensus Regarding Roles and Responsibilities of Dissemination Collaborators	6	9	19	49	19
3.93	6.	Need for Dissemination and Evaluation Strategies as Part of Initial Product Development Planning		9	21	36	32
3.89	7.	Determination of Appropriate Dissemination Strategies		6	30	26	32
3.56	8.	Need for Effective Communication Networks at All Levels of Collaboration	4	6	26	30	30
3.44	9.	Collaborators' Attitude Toward Change	4	17	21	38	15
2.58	10.	Proprietary Feelings Toward Products	19	28	30	13	6

*Totals do not always add to 100% because of rounding effects and because all participants did not rate every item.

III. IDENTIFICATION OF PROMISING DISSEMINATON PRACTICES

Carol P. Kowle and Shelley Grieve
National Center for Research in Vocational Education

IDENTIFICATION OF PROMISING DISSEMINATION PRACTICES
SUMMARY OF FINDINGS

Carol P. Kowle and Shelley Grieve

During work sessions on Thursday, November 13, 1980, conference participants suggested lists of promising practices. The following is a summary of the suggested practices listed.

I. Establishment of communication networks, both in-state and out-of-state

- A. Contiguous states should share services and contract with each other for services.
- B. Vocational educators should tie in with the National Diffusion Network (NDN) to use an existing system for their own benefit.
- C. Linkages can be established with school counselors at the local level.
- D. Dissemination personnel can work with program area specialists to identify teachers as linkers at the local level.
- E. Dissemination personnel should establish linkages with local vocational education directors.
- F. Establishment of a state/regional library loan system can aid statewide or regional dissemination of materials.
- G. Development of a communication network to share information from the local to the state level and vice versa can be accomplished through the use of newsletters and bulletins.
- H. A statewide clearinghouse can be established to promote access to materials on a cost recovery basis.

II. Development of Exemplary Program or Models

- A. Dissemination personnel might wish to use developers in workshops/conferences to demonstrate the program or products they have developed.
- B. Demonstration sites can be used to encourage adoption of promising practices and programs.

III. Encouragement of Professional Development Activities

A. One suggestion is to offer university credit/certification credit for teacher participation in professional development activities relating to dissemination of programs and practices.

B. Requiring a commitment from potential users to attend workshops can encourage greater involvement of those users in the dissemination process.

C. Another promising dissemination technique is the use of a statewide vocational education conference, where programs and products are discussed.

D. Collaborating with other professional meetings was suggested as a means of widening the circle of disseminators.

E. A statewide dissemination conference, coupled with a publication including abstracts, final reports, and contact persons, can encourage statewide collaboration.

IV. Working with Collaborators at the Local Level

A. An orientation program for new teachers should include the opportunity for "hands on" experience with promising curriculum materials, in order to encourage these teachers to buy/use the materials.

B. Use of teacher educators in preservice and inservice training can encourage them to become a part of the statewide disseminaton system.

C. Local input into the needs identification process can be accomplished through linkages with program supervisors.

D. Recognition should be given to the local education agencies and teachers which have implemented promising practices and products.

E. Local developers should be encouraged to maintain information links with their state departments, to guarantee that state department personnel are up to date on programs and products.

F. The team approach to dissemination at the local level can be effectively implemented by using administrators, teachers, counselors, supervisors, and staff level personnel.

G. State level dissemination personnel should assist local education agencies in establishing goals and designing programs to achieve their goals using materials being disseminated statewide.

V. Use of Monetary Incentives

A. Mini-grant incentives can be used to encourage skill building for use of materials at the local level.

B. Mini-grants can be used for training of lead teachers in use of programs or products.

C. A stipend or honorarium can be offered to teachers and others who implement a new program.

VI. Review/Screening of Materials

A. Review teams of teachers, teacher educators, program supervisors and others can be used to ensure quality of materials and, as an outcome, successful dissemination.

B. Potential users can and should be reviewers of promising programs and products.

C. Peer consultants can be used to help infuse new curriculum and strategies.

VII. Use of Media or Resources Centers

A. Newsletters can be used to communicate information to vocational educators about products, practices, and procedures.

B. Catalogues and brochures can be used to share information on programs, products, ideas, and their availability.

C. State resource and information centers can be important locations for dissemination activities.

D. Resource centers can be established at teacher education institutions.

VIII. Building in Dissemination Plans

A. All projects should build in dissemination plans.

B. RFPs (Requests for Proposals) can be a source of suggested dissemination plans.

IV. EXEMPLARY DISSEMINATION PROGRAMS

Vocational Education Dissemination in Oregon

Nancy Hargis
Resource Specialist
Career and Vocational Education
State Department of Education

Dissemination/Diffusion in Florida: The Role of the State Education Agency

Margaret Ferqueron
Bureau Chief
Vocational Research, Dissemination, and Evaluation
State Department of Education
Florida

Dissemination Program for Vocational Education in Pennsylvania

Erma Keyes
Director
Vocational Education Information Network (VEIN)
Pennsylvania

A Dissemination Plan that Works: Oklahoma

Robert Patton
Coordinator
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VOCATIONAL EDUCATION DISSEMINATION IN OREGON

Nancy Hargis

Information dissemination for vocational education in Oregon is a multidimensional process which involves a variety of state, regional, and local personnel. Dissemination processes must take into account geographic factors--great distances, a mountain range which bisects the state--and demographic data. Oregon's population is concentrated in a three-county area in the northwestern portion of the state. A small area in eastern Oregon is in a different time zone than the remainder of the state. Sparse population, small schools, and limited resources typify most of the eastern part of Oregon.

Organizing and operating a dissemination system which addresses these and other significant variables such as the location of vocational programs is a challenge to planning, requiring flexibility and creativity. A variety of delivery modes must be utilized to meet the diverse information needs of Oregon's vocational education community.

Oregon's dissemination network includes five primary components:

1. The Career and Vocational Education Section within the Department of Education (thirty-one staff members)
2. Personnel Development Centers (located in Portland and Eugene)
3. Oregon State University (responsible for vocational teacher education)
4. Regional coordinators for career and vocational education (sixteen located in education service districts throughout the state)
5. Local vocational directors and teachers

The delivery of information services flows through these system components. The regional coordinators play the most pivotal role in the system, providing a critical linkage between state and local personnel. At their monthly meetings, the coordinators are bombarded with information essential to teachers and local directors. Communication is two-way, however, as coordinators bring local concerns and priorities to the attention of the state staff and share projects, activities, and problems with each other.

Many traditional modes of dissemination are used in Oregon's dissemination system. Print media abound, with newsletters, newspapers, and memoranda in the mail almost on a weekly basis. Catalogs of resources available from the

Department's collection of locally-produced career and vocational education materials are distributed throughout the state. A compendium of promising practices includes approximately seventy-five validated listings in career and vocational education. A comprehensive educational resource notebook is currently being printed, with regional introductory workshops planned for January 1981. Product displays are prepared for conferences of a variety of professional associations, both within and without vocational education. Dissemination staff meet with college and university teacher education classes and participate in local and regional inservice sessions.

Needs sensing within each of the system components has assumed increased importance as the state has recently redifined and expanded its role in vocational dissemination. Although a wide disparity is frequently perceived to exist between national, state, and local priorities, the needs sensing activities conducted in Oregon during the past six months revealed a high degree of congruence among the three levels.

Services for special needs groups, for example, are a national priority and the most commonly listed concern by regional coordinators. Planning and evaluation are also common priorities at the national, state, and local levels. Analysis of these priorities allows the state to address needs proactively, constantly identifying new resources and making them available on a targeted basis.

The diffusion of promising practices in career and vocational education is stimulated by awarding small (up to $5,000) grants to regional coordinators for investigation and planning, and adoption/adaptation of selected practices. The catalog of promising practices had very limited impact on local adoption until these financial incentives were made available.

Oregon's dissemination system for career and vocational education is evolutionary--and possibly revolutionary--in nature. It must be responsive to information needs from all of its components and to anticipate priorities and areas of concern. The improvement of secondary and postsecondary vocational education programs--its ultimate goal--will continue to shape the system during the coming decade.

DISSEMINATION/DIFFUSION IN FLORIDA: THE ROLE OF THE STATE EDUCATION AGENCY

Margaret Ferqueron

The Bureau of Research, Dissemination, and Evaluation in Florida is currently engaged in sponsoring projects and activities to improve instruction in vocational education programs in the state. These activities have produced and will continue to produce large amounts of materials. Increased production, distribution, and storage capacity are needed to deliver this educational material to intended users.

A high priority of the Division of Vocational Education is to expedite the development of the system for reproducing, packaging, distributing, and diffusing products as a way to improve vocational education throughout the state. A goal of the Division is to design, implement, and maintain a system for infusing proven educational products, processes, and procedures into programs throughout the state for students, teachers, and administrators in all vocational education programs.

The Division of Vocational Education is committed to the support of planned programs of development for new curricula and revision of existing curricula as a strategy for effecting constructive educational change. Dissemination is a process of providing products, procedures, and practices to targeted groups of educators. The process includes the elements of user identification and distribution. Diffusion is a process of providing educators an opportunity to explore, test, and make decisions to accept in whole or, in part, the products, procedures, and practices shown to have value for expansion and improvement of educational programs, practices, and services.

The Director, Division of Vocational Education, felt these activities were important enough to warrant a section which would be devoted full-time to dissemination/diffusion planning. At this point, a brief description of the Dissemination/Diffusion Section's functions may enhance your understanding the Florida Dissemination/Diffusion Process.

Dissemination/Diffusion Section Functions

The purpose of this Section is to develop and maintain a statewide system of dissemination and diffusion as a means of improving vocational education through the use of proven products and procedures. The following functions must be performed if the purpose of the Section is to be achieved:

1. Develop a dissemination/diffusion system that will appropriately involve representatives in the Research and Development Section; area

offices; bureaus and sections; the Department of Education Research and Development Office; universities; community colleges; school districts; and the U.S. Department of Education, as necessary to develop plans for reproducing, packaging, distributing, and diffusing materials and processes developed through funded vocational projects needed in the improvement of vocational education.

2. Develop, with the assistance of directors of funded projects, descriptions of benefits, costs, and organizational arrangements needed to utilize the products and processes being developed.

3. Develop, with the assistance of project directors, educational consultants, local educators, and other appropriate persons, a description of the needs of potential users of the procedures and processes to be disseminated and diffused.

4. Develop, with the assistance of educational consultants from the Department of Education, local educators, and other appropriate persons, a description of advocate roles to disseminate and diffuse the product or process.

5. Select and state obtainable objectives to be achieved in the change process in terms of providing user groups an opportunity to: (a) become aware of products and processes useful in solving their problems, (b) make in-depth explorations into elements of the advocated change having direct interest to them, (c) use the advocated product or process in a limited way as a basis for evaluating the benefits to their problems, and (d) accept or reject, in whole or in part, the product or process being advocated.

6. Develop cost-effective methods for reproducing, packaging and distributing the products and processes to be diffused.

7. Develop strategies and activities to achieve each objective for each user group served.

8. Develop time, sequence charts, and budgets for each strategy and activity.

9. Manage the implementation of each strategy, using educational consultants available in the area offices as facilitators and provide additional human and material resources through grants.

10. Develop and conduct, with assistance from educational consultants in area offices and staff in the evaluation section, an impact study of the diffusion plan as a basis for providing information needed in the evaluation and possible revision of the plan.

11. Develop and present interim and final reports of the dissemination and diffusion plans to appropriate personnel in the Bureau of Vocational Programs and the Bureau of Staff Development, Planning, and Budgeting, the Division Director's office and other offices within the State Department of Education and the U.S. Department of Education.

12. Prepare and submit a long-range and annual budget for dissemination and diffusion plans for inclusion in the Bureau budget.

13. Monitor funded dissemination and diffusion projects to determine successes and problems in operating the plan and to correct deficiencies.

14. Establish working relationships with organizational units within and outside the U.S. Department of Education having dissemination and diffusion responsibility as a basis for eliminating unwarranted duplication of effort, to keep informed of pertinent developments and to share resources.

15. Review and recommend needed changes in policies and procedures for dissemination/diffusion of vocational education improved products and processes.

DISSEMINATION PROGRAM FOR VOCATIONAL EDUCATION IN PENNSYLVANIA

Erma D. Keyes

The original purpose of VEIN, the Vocational Education Information Network for Pennsylvania, was to facilitate access to R&D information by vocational educators. Its initial strategy has the same orientation today--dissemination for people rather than of products. In this context, the strategies effected are to meet VEIN's service audience requirements for information than can be used. The operational goal is to maintain efficient service at reasonable costs--what the sponsoring system can bear--while satisfying service users.

Although VEIN's service audience now includes all persons involved with the design, development, management, operation, and evaluation of vocational programs in the state, some specific smaller groups were earlier targeted. They included directors of area vocational technical schools, central and regional state vocational education staffs, vocational teacher educators, and state funded project staffs. The members of these groups showed some common information use characteristics. They needed information for specific problems; it was usually requested from an outside service only after exhausting familiar and personal sources; it came from fugitive resources with low visibility and often difficult to obtain, and it was frequently used to verify or clarify personally derived positions on matters requiring decisions which would affect vocational education activities due to leadership status and role.

The Research Coordinating Unit (RCU) fulfilled its dissemination function by awarding grants and subsequent contracts to Millersville State College to design and operate the dissemination service which has been known since 1970 as VEIN. It was decided that the ERIC and AIM/ARM data bases offered the best solutions for meeting the information needs of the selected target groups since the resources were organized for easy retrieval and could be quickly duplicated in readily usable formats--microfiche and paper reprints--to effect prompt delivery in response to request. The acceptance of microfiche copies was enhanced by "piggy-backing" with simultaneous efforts of another vocational education project and an NDEA funded activity to place microfiche reader-printers in all schools for student and counselor viewing of an aperture card series on occupational information (PENNscripts).

To increase awareness of the service and to ensure its value to vocational education, VEIN staff members contacted potential users at their educational agencies, conferences, workshops, group meetings, and by telephone. These contacts were invaluable for determining interests and needs of the target audience. Administrator requests for local school teacher orientation sessions broadened the audience at a pace which VEIN staff could still service within the elected parameters for user satisfaction.

Over a period of time, the audience needs increased the scope of resources and services to be offered. Teacher use of the dissemination system generated demand for resources on curriculum and instructional development. State staff and administrators extended their requests to areas of program and personnel development which necessitated provision of inservice activities. Special needs of individuals and groups were met through SDI (selective dissemination of information), resource bulletins, and creation of a Vocational Facilities microfile of approved building and classroom drawings.

The curriculum resource sharing effected through the national and regional curriculum network added to the sizable collection of materials in the VEIN facility. About the same time, the Adult Education Act made funds available for clearinghouse and dissemination activities to serve education of adults. The VEIN facility was expanded to include such an agency, which was named Advance. This was a cost effective arrangement since staff, equipment, supplies and resource materials could be applied to both programs. More recent needs of the state to provide dissemination services for EIC (Education Information Center) and State Occupational Information Coordinating Committee (SOICC) audiences resulted in development of SPARX (a service provider agency resource exchange) to identify counseling agencies and resources for adults seeking education, career, and occupational information and planning assistance.

In cooperation with the RCU and the Bureau of Vocational Education, VEIN has engaged in special activities to develop resources and establish systematic procedures for utilization of resources and implementation of competency-based instruction at the local level. Information and resource dissemination activities, in response to national, state, local, and individual initiatives, continue to be the central focus of VEIN and its related programs. The volume of requests for searches and specific documents grows annually from both new and past clients.

Analysis of service outcomes, related program development, and an expanded range of services reveals an underlying contributing factor: dissemination stategies, techniques, and activities which are responsive to and give serious attention to the interests, needs, and capabilities of people in the educational delivery systems. The personal approach taken by VEIN gives clients a feeling of ownership in the dissemination process and promotes acceptance and utilization of a variety of ideas, programs, and products.

A DISSEMINATION PLAN THAT WORKS: OKLAHOMA

Robert Patton

Dissemination--a simple word, but when put in practice, it becomes extremely difficult to carry out. Everyone has their own method and plan for dissemination.

Basically, dissemination can be thought of in two senses: (1) dissemination of information and (2) dissemination of products. Vocational educators are busy people, and in some instances, they are too busy to do a good job in disseminating products.

Prior to the 1976 amendments, dissemination of vocational education products was frequently handled in an unsystematic manner. Developers of various products chose one or more of a variety of routes in attempting to get their products into the hands of potential and intended users (e.g., entered them in the ERIC system, mailed a copy or copies to state vocational directors, sent them to Curriculum Coordination Centers, and Research Coordinating Units).

In too many cases, the potential success of product dissemination was aborted at the desk of the receiver of the product. This was particularly true in our state. People had a tendency to collect items in their individual offices without any means of getting the information out to other potential users.

Following participation in a "field agent project" with the National Center for Research in Vocational Education, the State Department of Vocational and Technical Education in Stillwater, Oklahoma began a concerted effort to implement an effective state dissemination system. Basically, the plan capitalizes on three groups of individuals who have historically handled dissemination functions: RCU directors, state liaison representatives (SLRs), and program supervisors. The plan instigated a coordinated effort to create awareness of new products among state staff members and to get selected products into the hands of appropriate users.

The SLR, RCU director, and the state department librarian formed a State Dissemination Coordination Council (SDCC) to oversee the operation of the state dissemination plan. Their primary focus is on those products of "national significance" as identified by the National Center for Research in Vocational Education and/or products that are distributed in multiple copies.

Initially, SDCC selected (with the help of key state department personnel) a review team or an advisory council for dissemination. The team is composed of teacher educators, teachers, functional specialists, occupational supervisors, selected administrative staff, and representatives of all

occupational areas. A meeting was held to outline the scope, procedures, and advantages of the dissemination project.

The following procedures were explained. One copy of each publication is cataloged into the State Department Resource Center to become a part of the collection and be available to any Oklahoma vocational educator. Other copies will be distributed to review team members having expertise in the area related to the product. For example, a health teacher, a teacher-educator in the health services area, and the health programs supervisor would each receive a copy of curriculum materials for the occupation of biomedical technician. The copy is theirs to keep, but they need to evaluate it (in writing on an appropriate evaluation instrument) so that recommendations can be made to key decision makers.

After the evaluations of the review team members are collected and tabulated by the SDCC, one of three options can be recommended: (1) terminate product consideration because it is inadequate to meet state needs or there is no need in state; (2) obtain additional information on the product (e.g., how is it being used in other settings, talk with developers, evaluate cost factors); and (3) place the product in a field test mode.

Emphasis was placed on their participation in evaluating materials as being a valuable link in directly affecting program improvement in Oklahoma. It was pointed out that the number of products each would be asked to evaluate during a year would be minimal and probably would not exceed two. Furthermore, any materials they would be asked to evaluate would deal directly with their subject area or would be of such a nature that it could be applied to program improvement in general. Members of the SDCC do not make final decisions or censor any products. Rather the RCU director, SLR, and librarian pool resources to create awareness of new products, jointly coordinate the direction of a given product, collect and evaluate feedback, and report to key decision makers.

No vocational program can exist if it does not change. Without the vitality which successful innovations bring to the vocational education system, the system would surely show a decrease in its effectiveness. The purpose of the Oklahoma Dissemination Plan is to ensure that the correct information is available to decision makers at the right time. By asking more people to become involved in the dissemination activities, chances are increased of getting new products in use at the local level.

V. DEVELOPING COLLABORATIVE DISSEMINATION AND UTILIZATION PROGRAMS

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THE NATIONAL NETWORK FOR CURRICULUM COORDINATION AS A COLLABORATIVE NETWORK

Rebecca Douglass

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) can be considered a "collaborative" in its own right; however, it functions as an actor in the developing nationwide D&U system for vocational education. The NNCCVTE and its six curriculum coordination centers can be considered a "focused collaborative" with emphasis on vocational education curriculum development, dissemination, and utilization concerns.

The NNCCVTE and its centers were originally funded by the federal government to disseminate curriculum and serve as facilitators and coordinators of curriculum information and materials among the states. Each region has its individual scope of work determined by the state liaison representatives (SLRs) of each region in addition to general network goals.

The NNCCVTE is successful because of its collaborative nature allowing-

- no mandate for participation
- no direct exchange of dollars
- no threat of non-compliance
- service-oriented nature

The levels of collaboration activity include national, regional, state, and local. The centers foster inter- and intra-regional cooperation with the following groups as examples:

- U.S. Department of Education--input priorities, dissemination of federal outcomes, inservice
- National Center for Research in Vocational Education--input to selection criteria, dissemination of products and information
- Professional associations--AVA Exemplary Energy Materials and Programs
- Professional curriculum organizations--Vocational-Technical Education Consortium of States (V-TECS), American Association for Vocational Instructional Materials (AAVIM) Energy Consortia, etc.
- Publishers, business, and industry--marketing function and information to LEAs

°Information networks and databases--input and access regarding vocational curriculum

The center networks aid states in serving local programs as:

1. A clearinghouse for curriculum information
2. A resource for materials
3. A synthesizer of curriculum-related issues
4. An assistant to developmental concerns
5. An extra hand in the implementation process
6. A facilitator of curriculum professional development

The network functions will work because of continuous, free-flowing communication among the regions and states, and ongoing sharing of materials and ideas in relation to curriculum development, dissemination, and utilization in a nonthreatening and cooperative way. The results are increased adaptations, better quality materials, better availability of information, increased state-level services, and cost savings.

COLLABORATION--SERENDIPITY OR CONTRIVANCE?

Nancy Hargis

There are a multitude of issues that must be addressed as one plans collaborative ventures. They can be condensed into three basic questions which serve as the framework for this discussion of planning for collaboration.

1. What is collaboration and what are its effects?

   Collaboration is a complex and multidimensional process which involves the conscious decision of two or more agencies, institutions, or groups to combine resources for the attainment of commonly held goals. Collaborative arrangements are generally established to attain long range goals of change within a social system. Collaboration involves potential risks to both individuals and the institutions they represent. Failure of a collaborative venture is often a highly visible solution.

   Collaboratives are characterized by flexibility, creativity, and energy among their members. Participation in a collaborative arrangement can broaden the scope of possible solutions to problems and reduce the limitations of bureaucracies if collaborators have adequate decision-making authority.

2. Is collaboration a serendipity event, a chemical reaction, or plotted behind closed doors?

   Collaboration can be voluntary or mandated, spontaneous or planned in advance and engineered, at least in its beginnings. The most successful and effective collaboratives, however, appear to have grown from chemical reactions in which a chance set of conditions or circumstances served as a catalyst for their development.

   Agencies or institutions with common goals and unsolved barriers to their attainment come together at a point in time when both perceive and accept the mutual benefits of working together in a structured manner. As goals and barriers are discussed and analyzed, a plan of action is developed in which all parties contribute to and receive from the collaborative effort. Because each member of the group now has access to new resources from other members, clients are better served, and the goals of all are more readily attained.

3. Is collaboration important to vocational education in the 1980s?

Collaboration is not only important, it is essential for vocational educators across the country to work more closely together as financial resources diminish and demands for accountability increase. The decision that remains involves identifying agencies, institutions, associations, and other groups who share common goals and concerns with vocational education and cementing collaborative arrangements with selected "kindred souls."

Successful collaboratives for program improvement in vocational education will stimulate energy and creativity among all members. The synergy created by collaboration will bring new resources to classrooms, labs, and shops that might otherwise not reach those most in need. All students can have access to high quality vocational experiences as a result of collaboration among local, regional, state, and national agencies and institutions.

DEVELOPING COLLABORATIVE DISSEMINATION PROGRAMS--A UNIVERSITY PERSPECTIVE

Janet Treichel

The inadequacies of dissemination efforts have been written about by many who have been studying dissemination in recent years. It is accepted that dissemination needs to be more systematic, that it needs to be a coordinated effort of all actors (funders, developers, linkers, and users), that there is a need for a national dissemination system such as the one being developed by the National Center for Research in Vocational Education, and that there is a need for coordinated and collaborative dissemination systems at the regional levels. However, as Oliver (1980) states, dissemination programs which effectively reach the practitioner level are largely a state responsibility. The identification of dissemination as a high priority is essential and must be supported financially by the state or even the national efforts will fail to achieve their maximum potential.

The mere dispersing of concepts, materials, or information to educators does not assure utilization nor does it necessarily effect change in any way. Not enough is known about how and what kinds of R&D products persons select for use, the purpose for which they are used, the impact and effectiveness of their use, or how the interest is engendered initially. All too often the successes of funded programs are termed failures at the stage of local level implementation because they do not necessarily achieve the intended outcomes as stated by the funder and developer. However, the difference between the goals of the funder and developer and the local implementation goals do not necessarily represent conflict but a realization that there are varying local needs to be met through program implementation (Farrar, DeSanctis, and Cohen (1980). The way across the bridge from theory to practice is a tedious one requiring adaptations and special considerations for the uniqueness of individual local school districts and for varying program goals.

The State of Illinois Research Coordinating Unit (RCU) contracted with the University of Illinois to develop a model for dissemination which would facilitate cooperation and collaboration among all who are involved in the dissemination process: research and development agencies (funders); innovators of new materials, project planners, and developers (developers); facilitators that link products with appropriate persons (linkers); and local practitioners who will use the information, materials, reports, or services (users). The proposed model also focuses on intended outcomes and addresses the identification of strategies and techniques which facilitate the movement of products into the educational milieu, thus maximizing impact assessment of R&D efforts and resulting program improvement.

The dissemination project became the third component of a university-based research effort to address the need for a comprehensive R&D management and assessment program in the state. The first component was funded to develop a

system for planning, facilitating, monitoring, utilizing, and evaluating R&D activities in the state. This program has assisted in the identification of R&D needs, and developed and implemented a plan for priority setting. The second component has focused on assisting the state RCU in developing an impact specification, monitoring, and assessment system. The third component has addressed the need for development of a systematic dissemination system for R&D funded outputs. The university setting has provided for collaboration and cooperation among the three programs in the conceptualization process, testing, revision and refinement efforts, and implementation. Specific attention is given here to the direction being given to the dissemination system.

To achieve consensus regarding the term "dissemination", how it was being used, and the implications of that use, the Dissemination Analysis Group (DAG) definition of spread, exchange, choice, and implementation was adopted (Fletcher, et al. 1977). This then began to provide some structure to dissemination activities and the expected levels of assistance to be provided.

The dissemination system is being developed in large part on the strengths and established activities of groups and agencies already existing in the state. Illinois has a number of networks/agencies which engage in educational dissemination to local school districts. Each network/agency has a number of regions, the boundaries of which are incongruent. There appears to be minimal coordination of these networks/agencies and local educators appear to have limited knowledge of the services provided by them. Thus, the University of Illinois has taken an active role in coordinating the dissemination services of these systems and increasing the practitioners' awareness of the networks and ways in which the networks can facilitate the dissemination of program improvement products to impact on instruction and programs for students.

The dissemination system begins with four assumptions as prerequisite to a viable dissemination effort:

1. Need demonstrated to develop R&D output
2. R&D output of tested high quality
3. Coordination and cooperation among all involved in the dissemination process: funder, developer, linker, and user
4. Dissemination constitutes a set of activities that span the life of a project and beyond and are not limited to "end of project activities"

When the above assumptions are valid, one must ask, "What is to be disseminated?" The R&D output must be classified as to whether it is general information, a report, a supplementary or resource aid, a tangible education product, or an intangible idea. This implies that different outputs require different amounts of dissemination effort depending upon the intended dissemination effect to be achieved.

What is the intended dissemination effect that is desired for the output? A match of the R&D output with the appropriate assistance level of the DAG definition is determined. Is the intended effect that of "spread," which would assist the target audience in becoming aware of the output and its contents? Is the intended dissemination effect "exchange," which would assist the target audience in understanding the output and how it could be used? Is the intended dissemination effect "choice," which would assist the target audience in deciding whether or not to implement the output? Or is the intended dissemination effect "implementation," which would assist target audiences in implementing and continuing to use the output?

What are the strategies that will help attain the intended dissemination effect in accordance with the level of assistance required? If the effect required is one of "spread" then outputs might be advertised in brochures, newsletters, journals; the output might be submitted to ERIC; or materials might be made available on a loan basis through library systems. If the desired dissemination effect is one of "spread and exchange" then the strategies might be expanded to include availability of output on a cost recovery basis; demonstrations at conferences/workshops; user panels at conferences/workshops; matching output to local needs; communication between producers and users; or examination/complimentary copies.

What techniques or "best practices" can be identified and implemented to carry out the strategy? Such techniques must be individual to the strategy, the actors involved, the output being disseminated, the audience, availability of time, funding, and resources.

What is the "real dissemination effect" and how can it be assessed? This is accomplished through (1) short-term follow-up of a particular strategy, and (2) long-term follow-up of the dissemination plan. The short-term follow-up evaluates formatively the fulfillment of the audience expectations and employs accountability procedures. Summative evaluation assesses the attainment of the intended dissemination effect and also unexpected results. The long-term follow-up formatively evaluates the process throughout each component and summatively measures the impact, including unexpected outcomes through case study, survey analysis, outside evaluators, interviews, etc.

Cooperation and collaboration among all actors becomes essential as the system is employed and the logistical questions are addressed: Who is responsible for dissemination planning? Who is responsible for putting each component into action? When does dissemination planning take place? When does each component get put into action?

References

Fletcher, J.L., et al. Final Report of the Dissemination Analysis Group to the Dissemination Policy Council. Washington, DC: National Institute for Community Development, 1977.

Farrar, E.; DeSanctis, J.E.; and Cohen, D.L. "The Lawn Party: The Evolution of Federal Programs in Local Settings." Phi Delta Kappan 62 (November 1980):167-71.

Oliver, D.A. "Dissemination and Utilization: An Imperative." Beacon 9 (Winter 1980):1-5.

VI. DEVELOPMENT OF PLANS FOR DISSEMINATION AND UTILIZATION COLLABORATION

Participants were assigned to work groups on Thursday, November 13, 1980, in order to develop personal plans for dissemination collaboration. Each participant was encouraged to share needs for information or materials. Others in the group then volunteered resources to meet the needs identified. Thus, through collaboration during the actual work sessions, participants in many cases located the resources they needed. In the last section of their collaboration plans, participants listed the steps they intended to take to improve their own or their organization's dissemination capacity.

FIVE EXAMPLES OF COLLABORATION PLANS

PLAN 1. Wells Warren, Alabama

PLAN 2. Valerie Pichanick, Connecticut

PLAN 3. Margaret Ferqueron, David McOuat, Harold Cramer, Florida

PLAN 4. Alyce Williamson, Kansas

PLAN 5. Carol Sanders, Illinois

PLAN 1
Wells Warren
Research Coordinating Unit
Alabama

Needs	Resources
1. Written dissemination plan Examples of different plans	1. Florida, Illinois, Oklahoma
2. Names of D&U specialists - a directory to use in contacting persons with this responsibility in other states	2. (nothing indicated)
3. Need for examples of RFPs addressing an effective, workable needs assessment	3. Michigan, National Center for Research in Vocational Education
4. Set of specifications for curriculum materials	4. Georgia's model/ specifications and guidelines for Vocational Education Curriculum Development
5. Locally-directed evaluation	5. Georgia (Postsecondary Inst.); Michigan, North Carolina (Equity)
6. Teaching techniques and strategies for working with the handicapped	6. (nothing indicated)
7. Service area newsletters	7. Florida, Oklahoma
8. Software (diskettes) for a microcomputer to retrieve voc ed materials	8. Hawaii
9. Educational television use in vocational education	9. Florida

PLAN 2
Valerie Pichanick
State Department of Education
Connecticut

Needs	Resources
1. Materials for use by Vo Tech Hispanic classes	1. Florida catalogue-Mary Buie Texas slide-tapes-Pat Lindley
2. Special Education-tasks according to ability	2. Ohio is developing--Tom Hindes Instructional Materials Laboratory, Ohio State University
3. Updated curriculum materials	3. (nothing indicated)
4. Identified educational needs of adults	4. (nothing indicated)
5. Evaluation of the effectiveness of programs	5. (nothing indicated)
6. Outreach to voc ed teachers	6. (nothing indicated)
7. Effective communication with employees and community-based organizations	7. (nothing indicated)

Next Steps

1. Develop intra-state cooperative by using available manpower: consultants and specialists to reach teachers in the field
2. Build in dissemination/utilization in all programs and collaborate with guidance and personnel units to provide inservice dissemination
3. Have annual regional meetings to discuss joint problems and model programs
4. Contact with other states, and the National Center to exchange ideas, techniques

PLAN 3

Margaret Ferqueron, David McOuat, and Harold Cramer
State Department of Education
Florida

Needs	Resources
1. New, better, more cost-effective inservice	1. Jan Treichel about Bloomington, IN; Clyde Knight of OK,"Talk-back TV", Central Texas College, Killeen, TX; Civil Eng. Dept., Miss. St. U.-"Electronic Screen" ATV-telephone combination; Erma Keyes (PA) use of one inservice specialist in each school district
2. Guidelines for planning and and adapting facilities for competency-based and individual programs	2. Literature search-completed National Center for Research in Vocational Education and Council of Educational Facility Planners
3. Effective evaluation of dissemination and diffusion programs	3. None located

Next Steps

1. Contact resources
2. Contact resources and identify and visit facilities which have been planned or adapted for competency-based and individualized facilities
3. Search for sources of information

PLAN 4
Alyce Williamson
State Department of Education
Kansas

Needs	Resources
1. Leadership/administrative skills for business/office	1. (nothing indicated)
2. Model for dissemination-State Staff of 1	2. Ohio, Oklahoma
3. Sex equity for business/office	3. (nothing indicated)
4. Entrepreneurship	4. National Center for Research in Vocational Education
5. Special Learners--especially those who can't read, all areas	5. American Proprietary Institute, Central Texas College
6. Pregnant teenagers	6. California
7. Product selection	7. National Center for Research in Vocational Education

Next Steps

1. Assessment and analysis of where we are
2. Follow-up to other states to obtain what we want and need

PLAN 5
Carol Sanders
University of Illinois

Needs	Resources
1. Ideas on how to obtain state administrative support for naming an individual whose primary responsibility is for dissemination efforts	1. States that have a dissemination system: FL, OH, OR, PA, OK
2. Effective, workable needs assessment instrument	2. South Carolina, Michigan
3. Specifications for quality control	3. John Atkins, Georgia
4. Effective ways of collaboration with existing networks/ agencies	4. Oklahoma
5. Ideas on how to identify key individuals on the local level who can serve as liaison and assist with staff development and technical assistance activities	5. Carroll Curtis, Pennsylvania
6. Knowledge of best time and techniques for staff development and assistance	6. George Kosbab, Ohio
7. Methods to use for assessing effectiveness of disseminated R&D outputs	7. Ohio State University
8. Directory of individuals within states whose primary responsibilities are for dissemination	8. Mailing list of conference participants

Next Steps

1. Contact resources to obtain needed information to assist in development and refinement of proposed dissemination system

2. Obtain state support and commitment to implement the system

3. Disseminate plan to all actors involved and obtain commitment for collaboration in carrying out the system

4. Revise system as needed

VII. DISSEMINATION AND UTILIZATION PROGRAM INTERACTION WITH THE FIELD

A Report on What the D&U Program Has Been Up To

Norman Singer and Alta Moser
National Center for Research in Vocational Education

WHAT'S THE D&U PROGRAM BEEN UP TO?

SELECTED SUMMARY DATA THROUGH JULY 31, 1980

These data portray in part the achievements of the Dissemination and Utilization Function projects located in the Information Systems Division between January 15, 1978 and July 31, 1980. IMPORTANT: Most of the D&U Function activity during Year I of the National Center contract was devoted to process design and development rather than actual dissemination. Therefore, these dissemination and transaction statistics were achieved primarily during a 1 1/2 year period during Years II and III of the National Center contract. *Norm Singer and Alta Moser*

PART I

ACTIVITY SUMMARY	YEAR I	YEAR II	[July 31] YEAR III	TOTAL
NUMBER PRODUCTS SCREENED	5700	6277	2388	14,365
NUMBER PRODUCTS MEETING D&U PRIORITIES	612	333	383	1,328
PRODUCTS ACQUIRED/ REVIEWED	61	210	259	530
NUMBER PRODUCTS SELECTED FOR NATIONWIDE DISSEMINATION (including "SPECIAL PACKAGES")	11	9	2	20
NUMBER PRODUCTS/ DESCRIPTIONS REFERRED TO PRODUCT MANAGEMENT PROJECT	na	na	459	459
NUMBER PRODUCTS DEVELOPED AND DISSEMINATED BY D&U	24	33+	[30 in process] —	57+
BROCHURES/NEWSLETTERS PRODUCED AND DISSEMINATED BY D&U	10	25	3	38
D&U RELATED ARTICLES PUBLISHED STATE/ REGIONAL/NATIONAL	8	15	5	28
FIELD DISSEMINATION EVENTS CONDUCTED BY OR INVOLVING D&U/ NUMBER PARTICIPANTS	60/4446	32/3079	18/1250	110/8775
FIELD DISSEMINATION EVENTS CONDUCTED BY OTHERS AND CAPACITATED BY D&U	→	→	→	365
NUMBER CONSULTANTS TO D&U	→	→	→	237

PART IIa

Total Number of Interactions for 39 States/Territories	2243
Total Number of Interactions for 57 States/Territories (Projected)	3535

PART IIb

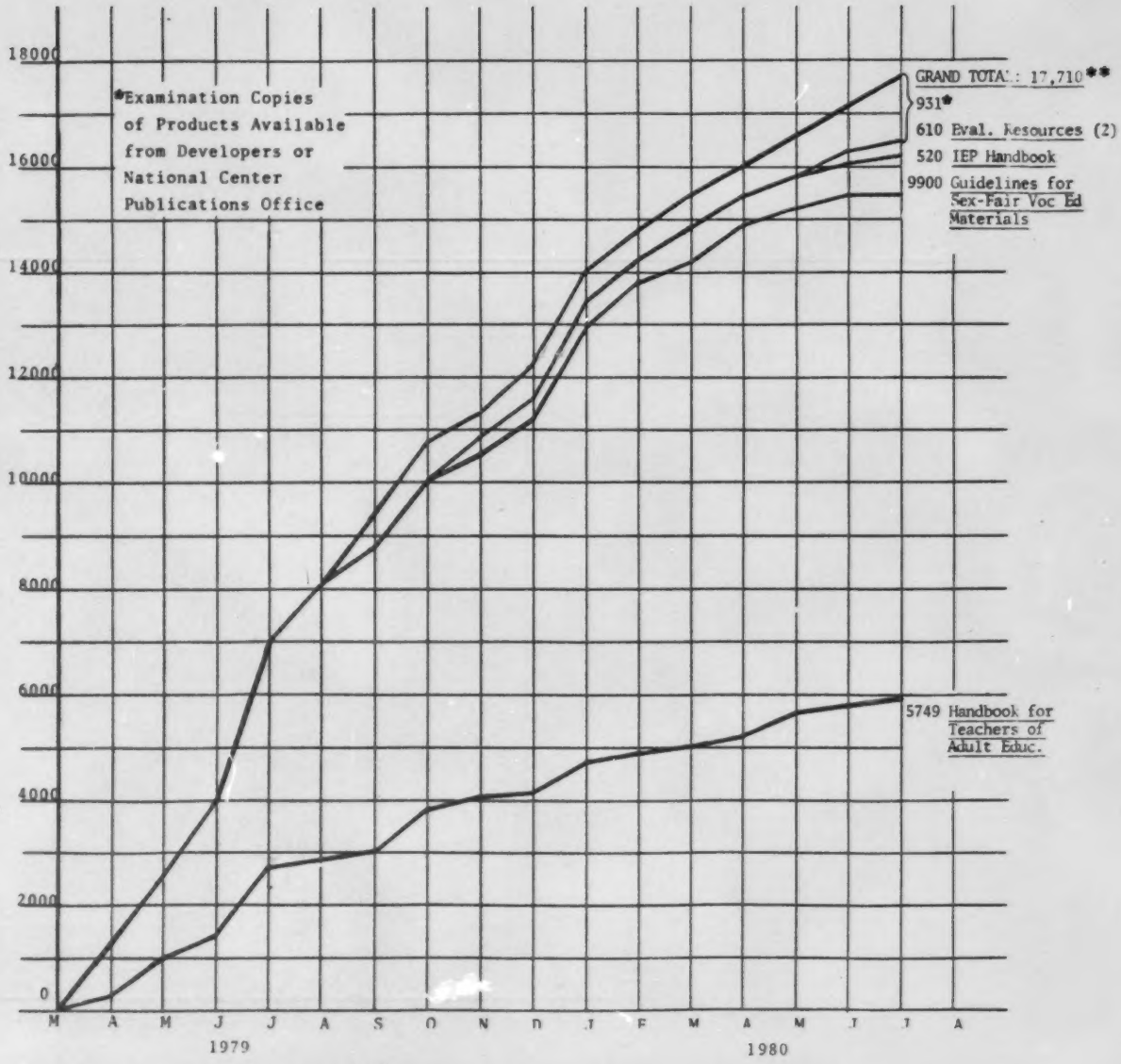
FACETS OF D&U ACTIVITY		NUMBER OF INTERACTIONS FOR 39 STATES/ TERRITORIES	PERCENT OF TOTAL INTERACTIONS	NUMBER OF INTERACTIONS FOR 57 STATES/ TERRITORIES (Projected)
PRODUCT SELECTION/DEVELOPMENT	NOMINATIONS SOLICITED	207	9	326
	PRODUCTS NOMINATED	381	17	600
	PRODUCT STATUS COMMUNICATED	444	20	700
	PRODUCT CORROBORATED	40	3	63
	DISSEMINATION STRATEGIES PLANNED	21	1	33
	AUTHOR NEGOTIATION/ PRODUCT CONCEPT	32	1	50
DISSEMINATION/ TECHNICAL ASSISTANCE	MEMO DISTRIBUTION*	62	3	98
	PRODUCTS DISTRIBUTED	1001	45	1578
	BROCHURES DISTRIBUTED	1046	47	1650
	PARTICIPATION/ SUPPORT/CONFERENCE/ WORKSHOP	300	13	475
	DISSEMINATION COLLABORATION	598	27	943

*Personalized delivery and responses to requests-- total distribution = 1600.

PART IIc

FACETS OF D&U ACTIVITY		NUMBER OF INTERACTIONS FOR 39 STATES/ TERRITORIES	PERCENT OF TOTAL INTERACTIONS	NUMBER OF INTERACTIONS FOR 57 STATES/ TERRITORIES (Projected)
D&U ROLE	PROACTIVE	788	35	1242
	RESPONSIVE	1455	65	2293
LINKING AGENCY	NCRVE	245	11	386
	(NETWORK) STATE, REGIONAL	875	39	1380
	LEA	325	14	512
	COLLEGE	615	27	970
	PRIVATE/PUBLIC PROFESSIONAL	288	13	454
EDUCATIONAL LEVEL (...on behalf of)	SECONDARY	807	36	1273
	POSTSECONDARY	876	39	1381
	COLLEGE/ UNIVERSITY	250	11	394
	ADULT EDUCATION	99	4	156
	ACROSS THE BOARD	713	32	1124
RELATED THEME/ FOCUS	SEX EQUITY	940	42	1482
	SPECIAL NEEDS	502	22	792
	PLANNING	452	20	713
	EVALUATION	386	17	609
	PERSONNEL DEVELOPMENT	446	20	703
	OCCUPATIONAL INSTRUCTION	419	19	661
	DISSEMINATION	488	22	769
	OTHER	116	5	183

COMPLIMENTARY DISTRIBUTION OF FIELD-BASED (SELECTED) PRODUCTS THROUGH D&U PROGRAM



**In addition to the selected products, D&U has disseminated almost 100,000 promotional and informational pieces, including over 77,000 copies of Resource Update 1979: Sex Equity in Vocational Education.

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VIII. DETERMINING THE IMPACT OF RESEARCH AND DEVELOPMENT PRODUCTS (Presentation Notes)

William L. Hull
National Center for Research in Vocational Education

DETERMINING THE IMPACT OF RESEARCH AND DEVELOPMENT PRODUCTS
(Presentation Notes)

William L. Hull

What are the legislative requirements. . .

For research and curriculum?

P.L. 94-482,
Subpart 3, section
131 (b) and 133 (b)

"No contract shall be made pursuant to subsection (a) unless the applicant can demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such contract."

For exemplary and innovative programs?

P.L. 94-482,
Subpart 3, section
132 (c)

"The annual. . .accountability report. . .shall indicate the proposed disposition of the program or project following the cessation of Federal support and the means by which successful or promising programs or projects will be continued and expanded within the State."

Why focus on products to study impact?

- Products contain program improvement ideas
- Products are tangible
- Products can be used in a reliable manner

Definitions used in the National R&D Product Evaluation Study

Distribution: The physical transportation of products from one location to another

Use: The application of a product toward resolution of an educational problem

Impact: Measurable change resulting from the introduction of a research and development product into an educational setting

Why collect impact data?

- To learn baseline information such as the quantity of products flowing to the field
- To establish trends in use of products
- To write accountability reports to sponsors
- To make intelligent revisions in products
- To write persuasive, compelling proposals for new programs
- To identify new areas of client need
- To determine the effectiveness of dissemination strategies
- To identify inhibitors of full implementation
- To obtain reactions to policy alternatives
- To obtain cost/benefit information

How can a state meet its needs for impact data?

Through records, including information on the--

- number of field initiated requests answered
- names and addresses of visitors to project sites
- number of products distributed
- number of persons present at inservice meetings
- number of presentations to meetings/conventions
- number of products accepted for inclusion in ERIC

Through ad hoc surveys--

- of special audiences
- to determine relationships among proposed priorities
- to determine "gain" scores
- to compare similar products in a structured manner

Through focused interviews

- to understand reasons for outcomes and
- to identify unanticipated outcomes

CONFERENCE SUMMARY

Joel H. Magisos
Associate Director, Information Systems Division
National Center for Research in Vocational Education

CONFERENCE SUMMARY

Joel H. Magisos

The theme of the Third Annual Dissemination and Utilization Conference was "organizing for dissemination collaboration". The general conference goals were to (1) clarify problems, (2) identify exemplary programs and promising practices, and (3) develop plans for dissemination and utilization collaboration. In many respects and for most of the conference participants, the conference goals were achieved.

To set the stage for the conference, Charles Mojkowski clearly defined the elements of the conference theme and put it into perspective with program improvement. He helped us understand the contributions that collaboration could make to our programs and related these to the usual inadequacies of D&U activities. He explained that collaboration is frequently impeded by impractical or vague goals, failure to estimate costs, insufficient or inadequate incentives, or inadequate technology. He stressed the need to capitalize on our differences and similarities, to consider the costs of not collaborating, to establish both intersystem and intrasystem relationships, to base our collaborations on a strong conceptual framework, and to increase the incentives for collaboration. In another important address, Daniel Dunham shared his perspectives on the importance of dissemination to the improvement of vocational education and his six C's of collaboration: (1) Contact, (2) Communicate, (3) Cooperate, (4), Coordinate, (5) Consolidate, and (6) Collaborate.

In our effort to clarify problems encountered in developing dissemination programs, we met as large, moderate and small state groups. As a total group, fifty-three percent of the conference participants identified the "need for administrative commitment" as their most important dissemination problem. The second and third most important dissemination problems which conference participants selected were the "need for dissemination and evaluation strategies as a part of initial planning" and the "determination of appropriate dissemination strategies". Participants from large states gave weight to two items as being of major concern--"need for administrative commitment" and the "need for dissemination and evaluation strategies as part of initial product development planning". Participants from moderate size states identified the "need for administrative commitment" as their most important dissemination problem followed by "quality control for content and format of products" and the "need for dissemination and evaluation strategies as part of initial product development planning". All in the small state group agreed on "allocation of scarce resources" as the most important dissemination problem. Perhaps these problems need to be studied more carefully first, but eventually they must become the basis for solutions, whether they be legislative, administrative, or technical.

Conference participants benefited from descriptions of four exemplary state dissemination programs. Margaret Ferqueron described Florida's large exemplary dissemination program in terms of its adequate resources, strong administrative support, and linkage through regional vocational program staff. Nancy Hargis provided another exemplary model from Oregon wherein the program is administratively associated with other educational dissemination programs and linkage is through regional coordinators. Erma Keyes explained that Pennsylvania's long-running Vocational Education Information Network (VEIN) aims for effective service at reasonable cost to specified target audiences. This program is an example of a service contracted outside of the state agency. Robert Patton (Oklahoma) described a program which is carefully articulated with the instructional materials laboratory, curriculum coordination centers, and regional consortium. While facetiously described as simple and directive, it is in fact sophisticated and participatory. Heavy emphasis is put upon goal setting, early planning, targeting to audiences, and use of existing program supervisory staff. It has the agency's commitment and financial support. The factors to which these presenters attributed their programs' success seem more-than-coincidental reciprocals of the problems identified in earlier sessions by conference participants.

Promising practices in dissemination were identified in group sessions. The groups focused the overwhelming majority of their attention on strategies emphasizing person-to-person contacts. Most frequently cited was on-site pre-service or in-service training via workshops and seminars on products and/or exemplary programs. Conferences and professional meetings on the state level received almost equal mention; examples included, a product awareness conference featuring both in-state and out-of-state products, and an annual statewide dissemination conference for both teachers and administrators. Resource centers at the local or regional level were also popular. Interestingly, print media (newsletters, brochures, catalogues) accounted for only a few of the suggested practices. The concept of networking, both for information and resource sharing, in-state and between states, appeared in some form in almost one-quarter of the practices cited. These included cooperative development activities between states and contracting between states to address shared needs; regional curriculum planning; and systems such as interlibrary loan. Also mentioned in this context was the need to utilize existing networks, such as the NDN. Rebecca Douglass, Nancy Hargis, and Janet Treichel shared ideas on how to organize collaborative dissemination programs at regional, state and university levels. But in the final analysis, the conference participants will have to decide for themselves how they can actually collaborate with others. In the group sessions, many specific ways to collaborate were identified merely by sharing problems and solutions. While a national conference provides an excellent way to exchange ideas, we need a better means to exchange information more rapidly and efficiently. Modern technology offers a means of doing this soon. We must find a way to implement electronic communication techniques and to organize to use this technology appropriately.

Our conference ended with sessions on National Center activities--data on the D&U Program's interaction with the field (Singer and Moser), strategies for determining the impact of R&D products, and the programs in each of the National Center's divisions. Conference participants and others should regard all of these activities as potential opportunities for collaboration with the National Center.

APPENDICES

APPENDIX A
THIRD ANNUAL NATIONAL VOCATIONAL EDUCATION
DISSEMINATION AND UTILIZATION CONFERENCE
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
COLUMBUS, OHIO
NOVEMBER 12-14, 1980

THEME: ORGANIZING FOR DISSEMINATION COLLABORATION

WEDNESDAY, NOVEMBER 12, 1980

AM — CHAIRPERSON: CAROL KOWLE

7:30 AM — BREAKFAST MEETING OF RCU AND NNCCVTE EXECUTIVE COMMITTEES
(Stouffer's University Inn) — Kenneth Gabbert, Rebecca Douglass

An opportunity for RCU and NNCCVTE Executive Committee members to discuss common concerns.

9:00 AM — WELCOME
(Room 1A) — Robert E. Taylor

9:15 AM — PRESENTATION OF CONFERENCE GOALS
(Room 1A) — Joel Magisos

Participants will reach agreement on common problems in dissemination, take home ideas concerning successful dissemination strategies and programs, and develop collaborative plans which apply exemplary strategies to dissemination problems.

9:30 AM — KEYNOTE ADDRESS--"Organizing for Dissemination Collaboration"
(Room 1A) — Charles Mojkowski, Education Service Group

10:30 AM — BREAK

10:45 AM TWO SIMULTANEOUS SESSIONS
Each session will be held twice. Participants may choose to attend one session and examine products or attend both sessions.

ORIENTATION TO D&U NETWORKS AND SYSTEMS (new collaborators)
(Room 1C) Joel Magisos
Norman Singer

Background on dissemination and utilization and relationships among D&U actors, and information on dissemination systems and networks (30 minutes).

NEW SELECTED D&U PRODUCTS
(Room 1A) Alta Moser

Overview of selection process and information on new selected products (30 minutes).

12:00 PM LUNCH

PM CHAIRPERSON: NORMAN SINGER

1:00 PM PROBLEMS IN ORGANIZING FOR DISSEMINATION COLLABORATION

Discussion groups will identify and clarify common and unique problems in organizing for dissemination. Each group will develop a list of major problems. The lists will be combined into a master list which participants will react to on Thursday, November 13.

Group A-Large States (Room 1A)	Margaret Ferqueron
Group B-Large States (Room 1B)	Nona Verloo
Group C-Moderate-sized States (Room 1C)	Kenneth Gabbert
Group D-Moderate-sized States (Room 1C)	Janet Treichel
Group E-Small States (Room 1A)	Valerie Pichanick

2:30 PM BREAK

3:00 PM Resume 1:00 PM Discussion Groups

4:00 PM Adjourn

6:00 PM NO HOST SOCIAL HOUR
(Stouffer's University Inn)

7:00 PM BANQUET
(Stouffer's University Inn)

"Collaboration for Program Improvement in the Eighties"
Daniel Dunham
Visiting Scholar
National Center

NATIONAL CENTER PRODUCT DISPLAY (ALL DAY)

THURSDAY, NOVEMBER 13, 1980

AM — CHAIRPERSON: CAROL KOWLE

7:30 AM — BREAKFAST MEETING OF MULTI-STATE, MULTI-YEAR COOPERATIVE RESEARCH EFFORT STATES
(Stouffer's University Inn) — Kenneth Gabbert

An opportunity for MSMYE states to report on their progress and plan next steps.

8:30 AM — PROBLEMS IN ORGANIZING FOR DISSEMINATION COLLABORATION
Summary and consensus
(Room 1A) — Janet Adkins, Jaynee Foust

Participants will rate the importance of dissemination problems via an instrument based on lists generated Wednesday afternoon.

9:00 AM — EXEMPLARY DISSEMINATION PROGRAMS
(Room 1A) — Nancy Hargis, Margaret Ferqueron, Erma Keyes, Robert Patton

Representatives from four exemplary state programs will outline their successful strategies and techniques. Speakers will make 15 minute informal presentations. Participants are encouraged to ask questions during the discussion period.

10:30 AM — BREAK

10:45 AM — IDENTIFICATION OF PROMISING DISSEMINATION PRACTICES — Carol Kowle

Groups from Wednesday p.m. will reassemble to share promising dissemination practices. Emphasis will be on specific dissemination activities which are transportable to a variety of settings.

Group A-Large States (Room 1A)	Nona Verloo
Group B-Large States (Room 1B)	Margaret Ferqueron
Group C-Moderate-sized States (Room 1C)	Kenneth Gabbert
Group D-Moderate-sized States (Room 1C)	Janet Treichel
Group E-Small States (Room 1A)	Valerie Pichanick

12:00 PM — LUNCH

PM CHAIRPERSON: NORMAN SINGER

1:00 PM DEVELOPING COLLABORATIVE DISSEMINATION AND UTILIZATION PROGRAMS
(Room 1A)
Rebecca Douglass
Nancy Hargis
Janet Treichel

Directors of dissemination programs at the regional, state, and university levels will present ideas on how to plan for collaborative dissemination and utilization programs.

2:00 PM DEVELOPMENT OF PLANS FOR D&U COLLABORATION
(Rooms 1A, 1B, 1C)
Norman Singer

Participants will divide into groups based on their organizational, agency, or institutional affiliation and develop collaborative dissemination plans for the coming year. Focus will be on matching needs with resources and identifying action steps.

4:30 PM Adjourn

FREE EVENING TO ATTEND A PLAY OR CONCERT, TOUR GERMAN VILLAGE, DINE TOGETHER (DETAILS LATER) OR JUST DO YOUR OWN THING

NATIONAL CENTER PRODUCT DISPLAY (ALL DAY)

FRIDAY, NOVEMBER 14, 1980

AM — CHAIRPERSON: CAROL KOWLE

8:30 AM — D&U INTERACTION WITH THE FIELD
(Room 1A) — Norman Singer, Alta Moser

National Center staff will present facts about interaction with the field, drawing from data compiled by the D&U Program.

9:00 AM — DETERMINING THE IMPACT OF R&D PRODUCTS
(Room 1A) — William Hull, Kay Adams

Two brief presentations on strategies for assessing impact and meeting legislative requirements. An open discussion period will follow.

10:00 AM — WHAT'S GOING ON AT THE NATIONAL CENTER?
(Rooms 1A, 1B, 1C)

National Center division leaders will bring participants up to date on project work. Division representatives will speak to small groups about their division activities. Participants may choose to attend <u>two</u> of <u>seven</u> group sessions.

RESEARCH — Richard Miguel

Transferable occupational skills, experiential learning and basic skills, and predicting occupational choice, plus a new direction for the Research division--improving opportunities for the labor market participation of disadvantaged youth.

DEVELOPMENT — Lucy Thrane

An overview of development division program areas, including sex fairness, comprehensive planning, special populations, life-long career development, and performance-based education.

EVALUATION AND POLICY — N. L. McCaslin

An overview of evaluation materials and an update on projects designed to provide evidence on the effects of participation in vocational education.

PERSONNEL DEVELOPMENT — Ferman Moody

Emerging trends of interest to RCU personnel, emphasizing National Academy for Vocational Education initiatives, CETA technical assistance and training, and new thrusts in business/industry/labor linkages.

SPECIAL PROJECTS — James Weber

An overview of several cooperative efforts among secondary school districts and post-secondary institutions in order to better meet their programmatic needs in areas of vocational training.

INFORMATION SYSTEMS — Joel Magisos

Three major projects--the National Center Clearinghouse, the ERIC Clearinghouse on Adult, Career, and Vocational Education, and the Resource and Referral Service--what they are, how they work, how to use them.

FIELD SERVICES — Marla Peterson

Technical assistance available from the National Center staff and the Vocational Educator for conferences, work shops, and other inservice activities.

11:00 AM — CONFERENCE SUMMARY AND EVALUATION — Joel Magisos

An analysis of what we have learned from the conference and an opportunity for participants to evaluate the structure and content of the conference.

12:00 — Adjourn

NATIONAL CENTER PRODUCT DISPLAY (ALL DAY)

APPENDIX B
PARTICIPANTS
THIRD ANNUAL D&U CONFERENCE
November 12-14, 1980

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